DOCUMENT RESUME

ED 319 942 CE 054 894

TITLE	Kansas Vocational Education Performance Report for Fiscal Year 1989.
INSTITUTION	Kansas State Dept. of Education, Topeka.
PUB DATE	12 Dec 89
NOTE	62p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Access to Education; Adults; *Career Guidance; Consumer Education; Correctional Education; Curriculum Development; Demonstration Programs; *Disabilities; Economically Disadvantaged; Homemakers; Job Training; Limited English Speaking; One Parent Family; Postsecondary Education; Retraining; Secondary Education; Sex Fairness; *Special Needs Students; *Staff Development; *State Programs; *Vocational Education
IDENTIFIERS	Carl D Perkins Vocational Education Act 1984; *Kansas

ABSTRACT

This report on progress in achieving the 1989 goals of the Kansas state plan for vocational education includes four parts and three appendices. Part 1 describes vocational education opportunities and accomplishments under Title II, Part A of the Perkins Act for: handicapped, disadvantaged, limited English proficient, adult training and retraining, single parents and homemakers, sex equity awareness, and criminal offenders in correctional institutions. Educational institutions that received funds are listed under each program. Part 2 describes program improvement accomplishments under Title II, Part B in the following categories: new programs, dropped programs, expanded programs, improved career guidance, program improvement, curriculum development, personnel development, equipment, and other institutions receiving funds. Part 3 discusses community-based organizations under Title III, Part A. Part 4 discusses consumer and homemaking programs under Title III, Part B. Appendix A provides an enrollment table. Appendix B charts Carl Perkins funds expenditures. Appendix C provides descriptions of exemplary programs. (CML)

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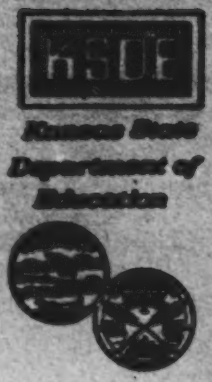

KANSAS VOCATIONAL EDUCATION PERFORMANCE REPORT FOR FISCAL YEAR 1989

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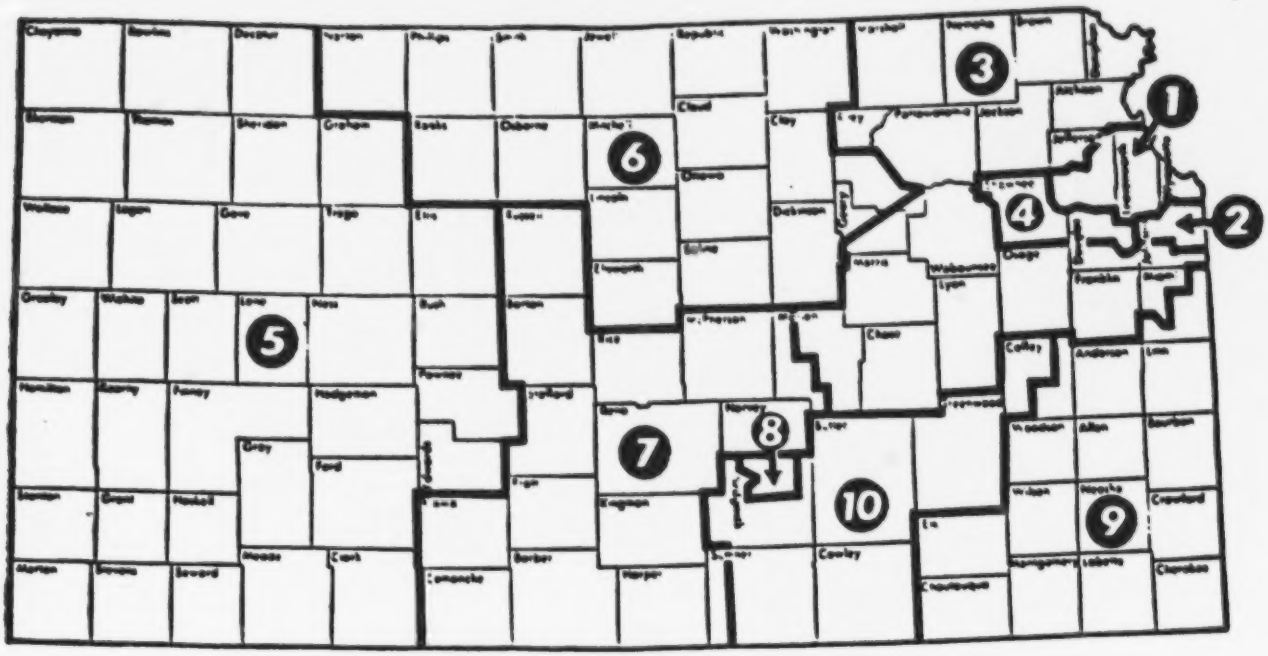

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Executive Summary

The Carl D. Perkins Vocational Education Act provided approximately $7,000,000 in funds to Kansas in 1989. The special population groups (handicapped, disadvantaged, single parents and homemakers, adults in need of training and retraining, sex equity, limited English proficient, and criminal offenders in correctional institutions) receive 57 percent of these funds. Program improvement, consumer and homemaking, curriculum development, career guidance, community-based organizations, and staff development receive 43 percent of the funds.

The attached report provides a brief description of each category; general description of various programs, services, and equipment funded; and a list of schools receiving funds in each category and the amount they received. Additionally, the report provides an appendix which describes exemplary programs and their locations.

A total of 81,386 students were served with Perkins funds in Kansas in 1989. Many of these grants had to be matched with local funds. Therefore, the economic impact of the funds expended as a result of these grants is greater than the grant amount. These Federal funds provide an opportunity for Kansas citizens of all ages to receive vocational education and assist Kansas in its continuing effort toward economic development through its adult training and retraining efforts. Many projects have been undertaken which would not have been possible without Carl Perkins money. Kansas makes use of its funds in helping students and adults become better prepared to face the changing nature of our society.

The funds are awarded on a competitive basis which ensures that the best programs receive funds. The Kansas State Board of Education is able to influence local education agencies to support the vision contained in the strategic plan for Kansas public education which was adopted in 1984. The emphasis for the use of Perkins funds over the past few years has been to develop, strengthen, and extend excellence in vocational and career education programs. Some of the Perkins funds have been used to update equipment. Students must be provided with state-of-the-art computer technology to meet the demands of our rapidly changing technological workplace. Equipment is extremely expensive and local education agencies are being challenged to operate more efficiently with fewer funds. Thus, Federal Perkins funds have been utilized to purchase computers, printers, and other equipment.

Another area the Kansas State Board of Education has stressed is to develop future-oriented, performance-based curricula combining vocational and academic components which provide relevant preparation for transition from school to work. The piloting of Principles of Technology and Explorations of Technology has led to the further expansion of these programs in school districts across Kansas. Applied Communications, Applied Math, and Applied Chemistry/Biology are all being piloted, and schools are encouraged to take advantage of the opportunities these courses provide. Several schools have begun to include the applied subject matter in their curriculum, which provides students with more alternatives in becoming prepared for the work force.

Emphasis has also been given to providing leadership to counselors, teachers, and administrators to strengthen their knowledge of the changing economy, job opportunities, job requirements, and the need for updating knowledge. The Department of Education has provided training and technical assistance, participated in many seminars, and accomplished much in the area of providing information to the field on the changing nature of the work force. While this has been stressed in 1989, it will continue to be emphasized with Perkins money as well as non-Perkins money. The commitment by the Board of Education and the use of Carl Perkins funds in providing a thoroughly trained work force for a society that is constantly changing will extend through the next decade.

The adoption of performance-based (competency-based) instruction has been encouraged by the Kansas State Board of Education. Some schools have adopted this strategy and, in the future, Perkins program

improvement funds will be used exclusively by those schools which are working towards competency-based instruction.

Kansas, Inc. and the Kansas State Board of Education contracted with the Kansas University Institute for Public Policy and Business Research to conduct an independent study of the vocational-technical training provided by area vocational-technical schools and community colleges in Kansas to determine how well those institutions are responding to the needs of business and industry. While the final report will not be completed until December 1, 1989, a preliminary review and draft copy indicate that Kansas institutions are performing quite well, are market driven, and respond well to the needs of business and industry.

Through coordinated efforts and leadership from the Kansas Board of Education, Kansas will continue to be a leader in preparing youth and adults for the twenty-first century.

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Introduction

The Carl D. Perkins Vocational Education Act of 1984 has provided Federal funds for vocational education in Kansas. The Fiscal Year 1989 performance report was developed to fulfill Federal requirement, but also to provide information to interested Kansas citizens on projects made possible by the use of these Federal funds. There are four subdivisions of the act which are as follows:

1. **Title II, Part A projects** address special populations and enhance their ability to participate in vocational education training programs. The Carl D. Perkins Vocational Education Act set aside 57 percent of its funds for special populations. Those populations are handicapped, disadvantaged, limited English proficient (LEP), adults in need of training and retraining, single parents and homemakers, sex equity, and criminal offenders in correctional institutions.

2. **Title II, Part B projects** were designed to assist in program improvement, expansion, or innovative activities. Projects in this area provide for vocational education at the secondary and postsecondary level, utilizing program improvement and modernization; the implementation of Applied Communications, Principles of Technology, Explorations in Technology, and Applied Math to prepare eleventh and twelfth graders for vocational training at the postsecondary level; the improvement, expansion, and extension of career guidance programs to meet the needs of students and potential students at the secondary level; and the development of inservice programs to update educators with strategies to meet the needs of business, industry, and the community in a constantly changing technological environment.

3. **Title III, Part A projects** assist community-based organizations and local education agencies to provide for prevocational education preparation, basic skills, vocational assessment, guidance and counseling, and outreach programs.

4. **Title III, Part B projects** were provided through the development of institutional plans for program improvement and modernization. In addition, consumer and homemaking adult education services were provided to assist business and industry in responding to the needs of their employees in parent and family education programs.

The following *Kansas Vocational Education Performance Report for Fiscal Year 1989* includes numbers of students served and types of programs funded in these four categories. Financial figures in the report have been rounded and will not equal the total.

PROGRESS IN ACHIEVING FISCAL YEAR 1989 GOALS OF THE KANSAS STATE PLAN FOR VOCATIONAL EDUCATION

A five-year plan for the State Department of Education was adopted by the State Board of Education in 1985. This plan included twelve goals, objectives, and activities for the entire Kansas State Department of Education. Of these twelve goals, two apply directly to vocational education and are part of the fiscal year 1989 goals and objectives of the State Plan for vocational education. These goals were developed to guide Kansas in meeting the challenges of a new era in American life. These vast changes include advances in technology, more and better information, and a rapidly changing society.

The two goals and the accompanying objectives that served as a guide for fiscal year 1989 vocational programs are as follows:

Goal A.2 - To develop, strengthen, and extend excellence in vocational and career education programs and improve transitions within and among education and training systems and institutions.

Objective A.2.1 - To develop future-oriented, performance-based curricula combining vocational and academic components which provide relevant preparation for transition from school to work, including career planning and career development and change as well as for life enrichment.

Objective A.2.2 - To extend and improve state career counseling programs which prepare students for productive and fulfilling work experiences.

Objective A.2.3 - To extend and improve state systems for continuing learning for youth and adults.

Goal B.2 - To improve and extend support for vocational and career education programs.

Objective B.2.1 - To provide leadership to counselors, teachers, and administrator preparation institutions in strengthening their knowledge of the changing economy, job opportunities, job requirements, and the need for updating knowledge.

Objective B.2.2 - To collect and disseminate data on job opportunities in Kansas and the nation to local district personnel for use in counseling, career education, vocational education, and job training programs.

These goals and objectives were accomplished through a variety of activities which are described in this document. Carl D. Perkins funds were associated with many of Kansas' successes. The purpose of this report is to provide information regarding the use of these funds.

PART I
VOCATIONAL EDUCATION OPPORTUNITIES/ACCOMPLISHMENTS
TITLE II, PART A

A. Handicapped--Secondary and Postsecondary

The number of secondary handicapped students served in mainstream programs was 3,320, and the number served in separate programs was 1,576. Postsecondary handicapped students served in mainstream programs totaled 741, and the number served in separate programs was 294. A total of 5,931 students received services under this program.

The **handicapped** student means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

If the condition of handicapped students require a separate program, the funds may be expended for the Federal share of the costs of the services and activities in separate vocational education programs for the handicapped individual which exceed the average per pupil expenditures for similar services and activities for the regular student.

Achievements in providing services to handicapped students include equal access, recruitment of handicapped students, a full range of programs, a least restrictive environment, coordination between special education and vocational education, assessment, special services, guidance, counseling and career development, and transition from school to work. At the secondary and postsecondary level, each program submitted assurances that all equal access requirements of the Carl D. Perkins Act would be met.

Special, additional, and/or supplemental service needs were met with basic skills instruction, voice synthesis with a computer, orally administered tests, learning strategies courses, curriculum modification, paraprofessional aides, mobility aide, equipment modification, peer tutors, taped texts and classes, notetakers, individualized instruction, learning skills laboratories, audiovisual aids, computer and software programs, material adaptation, use of competency-based instruction, interpreters for the hearing impaired, large print books, and reduced reading level of texts.

The emphasis over the years has been that Perkins funds assist with the transition from school to work. Handicapped students have been afforded supervised on-the-job work experiences which contribute much toward assisting these students in being productive workers. Local businesses afford these students this option and it is a mutually beneficial project. Additionally, some schools have hired paraprofessionals to work with and provide additional assistance which helps them succeed in the regular vocational classroom.

See Appendix C for a listing of exemplary programs.

The following schools received Carl Perkins funds for the handicapped student:

Unified School Districts	Amount
USD 101, Erie-St. Paul	$ 1,943
USD 103, Cheylin	152
USD 200, Greeley County	493
USD 202, Turner	1,896
USD 205, Bluestem	957
USD 206, Remington-Whitewater	298
USD 208, WaKeeney	1,384
USD 210, Hugoton	1,296
USD 212, Northern Valley	392
USD 214, Ulysses	1,158
USD 215, Lakin	683
USD 216, Deerfield	392
USD 217, Rolla	597
USD 218, Elkhart	419
USD 231, Gardner	1,277
USD 232, DeSoto	754
USD 233, Olathe	15,841
USD 237, Smith Center	1,499
USD 241, Wallace County Schools	586
USD 242, Weskan	152
USD 244, Burlington	734
USD 246, Northeast	645
USD 247, Cherokee	730
USD 248, Girard	4,564
USD 249, Frontenac	443
USD 250, Pittsburg	3,673
USD 251, North Lyon County	607
USD 252, Southern Lyon County	650
USD 253, Emporia	9,802
USD 256, Marmaton Valley	804
USD 257, Iola	885
USD 258, Humboldt	1,411
USD 259, Wichita	38,315
USD 260, Derby	2,074
USD 267, Renwick	3,179
USD 271, Stockton	844
USD 273, Beloit	2,730
USD 274, Oakley	646
USD 275, Triplains	51
USD 278, Mankato	4,366
USD 279, Jewell	266
USD 280, West Graham-Morland	566
USD 281, Hill City	1,091
USD 284, Chase County	544
USD 285, Cedar Vale	392
USD 287, West Franklin	1,007
USD 290, Ottawa	2,807
USD 291, Grinnell	139
USD 292, Grainfield	354
USD 293, Quinter	405
USD 294, Oberlin	700

Unified School Districts	Amount
USD 297, St. Francis Schools	974
USD 306, Southeast of Saline	1,550
USD 308, Hutchinson	12,215
USD 314, Brewster	177
USD 315, Colby	1,512
USD 316, Golden Plains	379
USD 317, Herndon	463
USD 318, Atwood	1,144
USD 320, Wamego	5,259
USD 321, Kaw Valley	711
USD 322, Onaga-Havensville-Wheaton	882
USD 328, Lorraine	481
USD 329, Mill Creek Valley	637
USD 330, Wabaunsee East	1,705
USD 333, Concordia	4,319
USD 338, Valley Falls	240
USD 339, Jefferson County North	493
USD 340, Jefferson West	455
USD 341, Oskaloosa	906
USD 342, McLouth	291
USD 343, Perry	2,068
USD 345, Seaman	885
USD 347, Kinsley-Offerle	864
USD 349, Stafford	291
USD 350, St. John	557
USD 351, Macksville	370
USD 352, Goodland	999
USD 356, Conway Springs	341
USD 360, Caldwell	746
USD 361, Anthony-Harper	1,532
USD 363, Holcomb	569
USD 364, Marysville	873
USD 366, Yates Center	847
USD 368, Paola	981
USD 371, Montezuma	281
USD 373, Newton	2,277
USD 374, Sublette	354
USD 375, Circle	523
USD 377, Atchison County Community	1,209
USD 382, Pratt	500
USD 383, Manhattan	4,108
USD 385, Andover	266
USD 386, Madison-Virgil	594
USD 387, Altoona-Midway	946
USD 390, Hamilton	215
USD 396, Douglass Public Schools	152
USD 402, Augusta	3,545
USD 404, Riverton	1,240
USD 406, Wathena	1,138
USD 409, Atchison Public Schools	3,986
USD 412, Hoxie Community Schools	1,062
USD 413, Chanute Public Schools	1,998
USD 417, Council Grove	1,498

Unified School Districts	Amount
USD 421, Lyndon	581
USD 425, Highland	678
USD 426, Pike Valley	936
USD 427, Belleville	1,066
USD 429, Troy	873
USD 433, Midway	367
USD 434, Santa Fe Trail	2,378
USD 436, Caney Valley	2,094
USD 442, Nemaha Valley	1,268
USD 445, Coffeyville	2,618
USD 446, Independence	3,954
USD 447, Cherryvale	708
USD 449, Easton	409
USD 451, Baileyville-St. Benedict	510
USD 452, Stanton County	586
USD 453, Leavenworth	1,930
USD 454, Burlingame Public Schools	266
USD 455, Hillcrest	565
USD 456, Marais Des Cygnes Valley	982
USD 457, Garden City	6,772
USD 458, Basehor-Linwood	357
USD 460, Hesston	200
USD 461, Neodesha	1,024
USD 462, Central	989
USD 463, Udall	405
USD 464, Tonganoxie	481
USD 465, Winfield	3,377
USD 466, Scott County	1,020
USD 467, Leoti	358
USD 468, Healy	278
USD 469, Lansing	712
USD 470, Arkansas City	3,538
USD 471, Dexter	493
USD 473, Chapman	1,773
USD 476, Copeland	164
USD 479, Crest	316
USD 484, Fredonia	1,283
USD 488, Axtell	468
USD 489, Hays	2,263
USD 490, El Dorado	1,136
USD 492, Flinthills	152
USD 493, Columbus	4,217
USD 494, Syracuse	708
USD 496, Pawnee Heights	1,160
USD 497, Lawrence	3,404
USD 499, Galena	557
USD 500, Kansas City	42,938
USD 501, Topeka Public Schools	46,773
USD 503, Parsons	3,355
USD 504, Oswego	329
USD 505, Chetopa	1,118
USD 506, Labette County	4,829
USD 507, Satanta	496

Unified School Districts	Amount
USD 508, Baxter Springs	911
USD 509, South Haven	523
USD 512, Shawnee Mission	7,172

Area Vocational-Technical Schools	Amount
600, Northeast KS AVS	5,621
601, North Central KS AVTS	1,320
602, Southeast KS AVTS	3,829
603, Southwest KS AVS	2,778
604, Flint Hills AVS	4,118
605, Northwest KS AVTS	2,656
606, Central KS AVTS	12,292
607, Salina AVS	4,075
608, Kaw AVS	10,869
609, Manhattan AVS	2,033
610, Wichita AVS	59,169
612, Liberal AVS	4,786
613, Kansas City AVS	4,609
614, Johnson Co. AVTS	8,454

Community Colleges	Amount
800, Allen County CC	3,023
801, Barton Co. CC	4,350
802, Butler Co. CC	10,577
804, Coffeyville CC	4,326
805, Colby CC	4,562
807, Dodge City CC	5,545
808, Fort Scott CC	31,278
809, Garden City CC	4,245
810, Highland CC	3,060
812, Independence CC	3,491
813, Johnson Co. CC	7,601
814, Kansas City KS CC	10,469
815, Labette CC	8,784
816, Neosho Co. CC	2,079
817, Pratt CC	2,833
818, Seward Co. CC	2,293

Other	Amount
S0604, KS School for the Visually Handicapped	2,884
S0610, KS School for the Deaf	6,357
S0628, St. Dept. Social and Rehabilitation Services	67,439
TO100, Brown Mackie College	5,337
TO320, Haskell Indian Jr. College	3,769
TOTAL	$681,225

B. Disadvantaged--Secondary and Postsecondary

The number of secondary disadvantaged students served in mainstream programs was 8,076; the number served in separate programs was 2,329. The number of postsecondary disadvantaged students served in mainstream programs was 10,629, and the number served in separate programs was 273. The total number of students served was 21,307.

The disadvantaged includes all students (other than handicapped) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. This term includes students who are members of economically disadvantaged families, migrants, students who are dropouts or who are identified as potential dropouts from secondary school.

For the purpose of this definition, an individual who scores below the twenty-fifth percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fail to attain minimal academic competencies may be considered "academically disadvantaged." The definition does not include individuals with learning disabilities.

If the conditions of disadvantaged individuals require a separate program, the funds may be expended for the Federal share of the costs of the services and activities in separate vocational education programs for disadvantaged individuals which exceed the average per pupil expenditures for regular services and activities.

Achievements in providing services to disadvantaged students include providing equal access, recruitment of disadvantaged students, providing a full range of programs, providing a least restrictive environment, coordination between special education and vocational education, providing assessment, special services, guidance, counseling and career development, and transition from school to work. At the secondary and postsecondary level, each program submitted assurances that all equal access requirements of the Carl D. Perkins Act would be met.

Special needs were met with basic skills instruction, voice synthesis with a computer, orally administered tests, learning strategies courses, curriculum modification, paraprofessional aides, mobility aides, equipment modification, peer tutors, taped texts and classes, notetakers, individualized instruction, learning skills laboratories, audiovisual aids, computer and software programs, material adaptation, use of competency-based instruction, interpreters for the hearing impaired, large print books, and reduced reading level of texts.

Over the last few years of receiving Carl Perkins funds in the disadvantaged category, considerable progress has been made by providing developmental reading and math as well as providing basic skills assistance to improve the ability level of the disadvantaged student so that student can participate in regular vocational education programs.

The "at risk" student has been assisted by providing alternative programs to encourage the student to stay in school and to graduate. Examples of such alternative methods include 1) alternate scheduling so that the student may continue working in his or her job, 2) providing alternative schools that are located away from the high school to encourage attendance, 3) alternative teaching methods such as contracts between student and teachers so that completion of the class assignments constitutes completion of the class, and 4) one-on-one instruction.

See Appendix C for a description of exemplary programs.

C. Limited English Proficient--Secondary and Postsecondary

The number of secondary limited English proficient students served in mainstream programs was 330; the number served in separate programs was 15. The number of postsecondary limited English proficient students served in mainstream programs was 548; the number served in separate programs was 8. The overall total was 901 students.

The **limited English proficient** student is one who has difficulty understanding the English language and English is not the common language of communication in the home environment.

Achievements in providing services to limited English proficient students include providing equal access, recruitment of limited English proficient students, providing a full range of programs, providing a least restrictive environment, coordination between special education and vocational education, providing assessment, special services, guidance, counseling and career development, and transition from school to work. At the secondary and postsecondary level, each program submitted assurances that all equal access requirements of the Carl D. Perkins Act would be met.

Special needs were met with basic skills instruction, voice synthesis with a computer, orally administered tests, learning strategies courses, curriculum modification, paraprofessional aides, mobility aide, equipment modification, peer tutors, taped texts and classes, notetakers, individualized instruction, learning skills laboratories, audiovisual aids, computer and software programs, material adaptation, use of competency-based instruction, interpreters for the hearing impaired, large print books, and reduced reading level of texts.

The following schools received Carl Perkins funds for the handicapped (including limited English proficient) student:

Unified School Districts	Amount
USD 101, Erie-St. Paul	$7,550
USD 103, Cheylin	482
USD 200, Greeley County	1,568
USD 202, Turner	4,660
USD 205, Bluestem	1,086
USD 206, Remington-Whitewater	516
USD 208, WaKeeney	7,977
USD 209, Moscow	523
USD 210, Hugoton	1,821
USD 212, Northern Valley	3,272
USD 214, Ulysses	5,379
USD 215, Lakin	2,171
USD 216, Deerfield	1,246
USD 217, Rolla	1,749
USD 218, Elkhart	382
USD 228, Hanston	550
USD 231, Gardner	5,133
USD 232, DeSoto	2,251
USD 233, Olathe	9,344
USD 234, Ft. Scott	8,880
USD 237, Smith Center	2,995
USD 239, North Ottawa County	1,959
USD 241, Wallace County Schools	5,439
USD 242, Weskan	482
USD 244, Burlington	2,392
USD 245, LeRoy-Gridley	482

Unified School Districts	Amount
USD 246, Northeast	550
USD 247, Cherokee	550
USD 248, Girard	11,601
USD 250, Pittsburg	2,343
USD 251, North Lyon County	1,930
USD 252, Southern Lyon County	1,648
USD 253, Emporia	10,533
USD 256, Marmaton Valley	1,447
USD 257, Iola	2,933
USD 258, Humboldt	4,011
USD 259, Wichita	165,812
USD 260, Derby	6,593
USD 264, Clearwater	2,750
USD 267, Renwick	7,580
USD 273, Beloit	2,122
USD 274, Oakley	2,044
USD 275, Triplains	161
USD 278, Mankato	6,619
USD 279, Jewell	844
USD 280, West Graham-Morland	849
USD 281, Hill City	1,780
USD 282, West Elk	3,900
USD 284, Chase County	2,146
USD 287, West Franklin	3,055
USD 290, Ottawa	3,770
USD 291, Grinnell	442
USD 292, Grainfield	1,126
USD 293, Quinter	1,287
USD 294, Oberlin	2,226
USD 297, St. Francis Schools	3,096
USD 298, Lincoln	5,843
USD 300, Comanche County	550
USD 305, Salina	17,977
USD 306, Southeast of Saline	4,810
USD 308, Hutchinson	16,992
USD 314, Brewster	1,218
USD 315, Colby	3,666
USD 316, Golden Plains	1,563
USD 317, Herndon	1,023
USD 318, Atwood	4,353
USD 320, Wamego	14,000
USD 321, Kaw Valley	2,050
USD 322, Onaga-Havensville-Wheaton	1,712
USD 327, Ellsworth	5,035
USD 328, Lorraine	1,527
USD 329, Mill Creek Valley	1,668
USD 330, Wabaunsee East	4,024
USD 333, Concordia	15,288
USD 338, Valley Falls	764
USD 339, Jefferson County North	3,594
USD 340, Jefferson West	1,447
USD 341, Oskaloosa	2,554
USD 342, McLouth	925

Unified School Districts	Amount
USD 343, Perry	2,750
USD 344, Pleasanton	550
USD 345, Seaman	2,814
USD 347, Kinsley-Offerle	1,347
USD 349, Stafford	925
USD 350, St. John	1,769
USD 351, Macksville	964
USD 352, Goodland	3,593
USD 356, Conway Springs	1,086
USD 360, Caldwell	3,981
USD 361, Anthony-Harper	6,339
USD 363, Holcomb	2,226
USD 364, Marysville	1,848
USD 366, Yates Center	11,451
USD 368, Paola	7,855
USD 371, Montezuma	683
USD 373, Newton	7,237
USD 374, Sublette	4,105
USD 375, Circle	3,458
USD 377, Atchison County Community	6,375
USD 379, Clay Center	10,870
USD 382, Pratt	1,100
USD 383, Manhattan	18,383
USD 385, Andover	844
USD 386, Madison-Virgil	1,890
USD 387, Altoona-Midway	4,499
USD 389, Eureka	2,330
USD 390, Hamilton	683
USD 393, Solomon	1,604
USD 396, Douglass Public Schools	959
USD 402, Augusta	2,500
USD 404, Riverton	1,887
USD 406, Wathena	3,948
USD 412, Hoxie Community Schools	1,733
USD 413, Chanute Public Schools	4,121
USD 417, Council Grove	5,360
USD 420, Osage City	2,256
USD 421, Lyndon	1,281
USD 424, Mullinville	362
USD 425, Highland	1,528
USD 426, Pike Valley	2,267
USD 427, Belleville	2,330
USD 429, Troy	3,825
USD 433, Midway	1,166
USD 434, Santa Fe Trail	4,822
USD 442, Nemaha Valley	5,200
USD 445, Coffeyville	8,218
USD 446, Independence	10,639
USD 447, Cherryvale	2,251
USD 449, Easton	1,782
USD 451, Baileyville-St. Benedict	5,793
USD 452, Stanton County	1,507
USD 453, Leavenworth	6,136

Unified School Districts	Amount
USD 454, Burlingame Public Schools	844
USD 456, Marais Des Cygnes Valley	4,642
USD 457, Garden City	35,864
USD 458, Basehor-Linwood	1,521
USD 460, Hesston	764
USD 461, Neodesha	550
USD 464, Tonganoxie	6,294
USD 466, Scott County	2,212
USD 468, Healy	884
USD 469, Lansing	2,174
USD 473, Chapman	9,364
USD 474, Haviland	402
USD 476, Copeland	523
USD 479, Crest	1,005
USD 484, Fredonia	14,089
USD 487, Herington	52
USD 488, Axtell	1,352
USD 489, Hays	6,568
USD 490, El Dorado	5,830
USD 492, Flinthills	5,308
USD 493, Columbus	8,466
USD 494, Syracuse	2,251
USD 496, Pawnee Heights	552
USD 497, Lawrence	11,113
USD 500, Kansas City	347,431
USD 501, Topeka Public Schools	48,399
USD 502, Lewis	550
USD 504, Oswego	550
USD 505, Chetopa	5,464
USD 507, Satanta	17,240
USD 508, Baxter Springs	2,895
USD 509, South Haven	1,544
USD 512, Shawnee Mission	18,221

Area Vocational-Technical Schools	Amount
600, Northeast KS AVS	16,865
601, North Central KS AVTS	5,023
602, Southeast KS AVTS	19,238
603, Southwest KS AVS	12,543
604, Flint Hills AVS	13,127
605, Northwest KS AVTS	27,388
606, Central KS AVTS	5,307
607, Salina AVS	20,284
608, Kaw AVS	26,473
609, Manhattan AVS	19,569
610, Wichita AVS	142,860
612, Liberal AVS	29,907
614, Johnson Co. AVTS	9,592

Community	Colleges	Amount
	800, Allen Co. CC	9,068
	801, Barton Co. CC	9,600
	802, Butler Co. CC	38,720
	803, Cloud Co. CC	14,674
	804, Coffeyville CC	13,750
	805, Colby CC	24,512
	806, Cowley Co. CC	2,913
	807, Dodge City CC	22,124
	808, Fort Scott CC	59,214
	809, Garden City CC	19,186
	810, Highland CC	13,227
	811, Hutchinson CC	15,038
	812, Independence CC	12,764
	813, Johnson Co. CC	16,710
	814, Kansas City KS CC	49,821
	815, Labette CC	26,563
	816, Neosho Co. CC	11,627
	817, Pratt CC	9,006
	818, Seward Co. CC	10,119

Other		Amount
	SO628, St. Dept. Social and Rehabilitation Services	66,843
	TO100, Brown Mackie College	7,724
	TO320, Haskell Indian Jr. College	31,023
	TOTAL	$2,025,854

D. Adult Training and Retraining

The number of adults served in this category was 14,138. The purpose of this category is to provide adult short-term training and/or retraining to meet existing labor market needs. This service included assessing and identifying training needs of adults via needs of individuals for job skills and needs of the community, region, and/or the state; establishing training priorities through finding individual needs for employment and the needs of employers for training workers; determining instruction purposes of the training/upgrading; and describing the training/retraining program to be implemented.

Kansas has emphasized adult training and retraining and working with business and industry to meet training needs, to increase employee productivity, and to create new jobs. The vocational education staff works aggressively with business and industry toward these goals. Continuous and ongoing coordination with Job Training Partnership Act (JTPA) staff eliminates redundancy and promotes cooperation with private industry. There are three basic types of programs.

Adult vocational preparation includes skill development and/or technical instruction. These classes are usually short-term duration and held in the evening.

Adult vocational supplementary includes the upgrading of skill development and/or technical instruction which extends or supplements present employment. Classes are for adults desiring to refresh or update competencies needed in their employment, or for advancement in responsibilities of their occupation. These classes are usually short-term duration and held in the evening.

Some of the industries served in 1989 include W. A. Krueger, Olathe; Chanute Manufacturing Company, Chanute; Learjet Corporation, Wichita; Beech Aircraft Corporation, Wichita; Broderick Company, Parsons; Woodtech Industries, Independence; Olsburg Apparel, Olsburg; AFG Industries, Inc., Spring Hill; Fermenta Animal Health Company, Elwood; Goldblatt Tool Company, Junction City; Sunny Development, Inc., Parsons; Dina, Inc., Pittsburg; Gragg Cabinet and Millwork, Cherryvale; Teledyne Corporation, Independence; UARCO, Inc., Eudora; Ace Electric, Columbus; ENTERTEL, Inc., Topeka; Dillard Department Stores, Olathe; P.C. Boards, Inc., Chanute; U.S. Sprint National Telemarketing Center, Olathe; Labconco, Fort Scott; YUASU-EXIDE Battery, Hays; Martin Gillet & Co., Kansas City; ASC, Inc., Kansas City; ASI Market Research, Inc., Great Bend; L.A. Inc., Liberal; Brackett, Inc., Topeka; Future Farms, Pittsburg; Sharpine, Wichita; and Midland Brake, Iola.

The types of occupational training provided include graphics and printing, welder/assembler, aircraft assembly, garment construction, millwork/woodworking, precision production goods, animal health production, dry wall tape manufacturing, medical plastic manufacturer, telemarketing, plastics, machine operators, printing, financial services, aircraft and engine mechanics, mechanics and repair, computer/electronics, metal fabrication, precision production, food processing, mechanical engineering, communication research, and electronics/electrical.

For exemplary programs, see Appendix C.

The following received Carl Perkins funds in the adult training and retraining category:

Unified School Districts	**Amount**
USD 249, Frontenac	$ 1,936
USD 255, South Barber County	402
USD 475, Junction City	4,010
USD 497, Lawrence	28,855

Area Vocational-Technical Schools	**Amount**
601, North Central KS AVTS	6,000
602, Southeast KS AVTS	4,307
604, Flint Hills AVS	16,676
608, Kaw AVS	12,303
610, Wichita AVS	181,922
612, Liberal AVS	9,151
613, Kansas City AVS	10,502
614, Johnson Co. AVTS	1,791

Community Colleges	**Amount**
801, Barton Co. CC	4,250
805, Colby CC	4,200
806, Cowley Co. CC	6,427
808, Fort Scott CC	16,398
809, Garden City CC	1,333
810, Highland CC	22,000
811, Hutchinson CC	8,001
812, Independence CC	92,682

Community Colleges	**Amount**
813, Johnson Co. CC	193,744
815, Labette CC	30,500

Community Colleges	Amount
816, Neosho Co. CC	16,360
817, Pratt CC	10,180

Other	Amount
Pittsburg State University	17,839
University of Kansas	42,120
TOTAL	$743,890

E. Single Parents and Homemakers--Secondary and Postsecondary

The number of secondary single parent and homemaker students served at the secondary level was 108. The number of single parents and homemakers served at the postsecondary level was 428. A total of 536 students were served under this program.

This category served single parents and homemakers, including displaced homemakers, by providing training activities and support services including the acquisition of marketable skills. The minimum standards for these activities included identifying potential program participants and disseminating program materials in the community, identifying and utilizing existing training services to assist single parents and homemakers, providing basic literacy skills and vocational assessment, and providing placement assistance for transition from education and training to paid employment.

Supplemental or additional services include coordination and counseling services, workshop consultants, child care during training, transportation during training, training materials, tuition for short-term training, staff travel for outreach services and inservice, postage, telephone, and printing for client services.

Carl Perkins funds provide services that would otherwise not be available to single parents and homemakers. These people have special needs which are met by special delivery methods such as providing child care, transportation, and tuition. Additionally, the prevocational counseling has proven to be invaluable. Furthermore, counseling provides emotional support to this special group of people and enables these students to move to a point of readiness for vocational training.

For exemplary programs, see Appendix C.

The following schools received Carl Perkins funds for the single parents and homemakers students:

Unified School Districts	Amount
USD 259, Wichita	$ 39,735
USD 290, Ottawa	23,000
USD 330, Wabaunsee East	3,000
USD 457, Garden City	30,000
USD 501, Topeka Public Schools	32,000
USD 512, Shawnee Mission	36,908

Area Vocational-Technical Schools	Amount
604, Flint Hills AVS	22,523
605, Northwest KS AVTS	16,000
609, Manhattan AVS	5,587

Community Colleges	Amount
800, Allen County CC	33,147
802, Butler Co. CC	39,707
803, Cloud Co. CC	29,030
804, Coffeyville CC	30,906
806, Cowley Co. CC	12,685
807, Dodge City CC	21,961
808, Fort Scott CC	6,000
811, Hutchinson CC	1,365
812, Independence CC	19,000
814, Kansas City KS CC	45,000
815, Labette CC	17,000
817, Pratt CC	19,900

Other	Amount
SO682, University of Kansas	7,186
TOTAL	$491,280

F. Sex Equity Awareness--Secondary and Postsecondary

In the sex equity category, at the secondary level, the number of male students served was 877, and the number of female students was 779. At the postsecondary level, the number of male students served was 1,584, and the number of female students was 2,747. A total of 5,987 students received services under this program.

The sex equity awareness funding was separated into two basic activities. The purpose of the first was to promote awareness of vocational opportunities available to both men and women and to increase interest in training for nontraditional occupations including the elimination of sex bias and stereotyping in education and training programs.

Achievements included reviewing and updating program materials to ensure equal representation of women and men in occupational and training activities pictured, outlining strategies to be employed, which will be designed to increase male and female enrollment in nontraditional occupations (including method of evaluating the effectiveness of strategies), developing or replicating model nontraditional career fair to provide male and female students an awareness of the universe of career options, developing and/or updating instructional programs and activities designed to eliminate sex bias and stereotyping by providing hands-on exposure to nontraditional occupations for males and females, and organizing local sex equity advisory committee(s) to assist with local education agency activities to eliminate sex bias and stereotyping.

The second activity, entitled Skill Training Support Services for Young Women--Sex Equity, was to assist young women, ages 14-25, by providing access to training and support services needed to succeed in technical and/or nontraditional occupations.

Achievements included identifying young women between the ages of 14-25 who have an interest in preparing for technical and/or nontraditional occupations, providing the identified young women with self-assessment and career planning targeting technical and/or nontraditional occupations, incorporating information to increase student awareness of employment trends and skills needed for entry into technical and/or nontraditional occupations, identifying a method and assessing the training and/or support services needed by the identified young women, providing access to appropriate training and/or support services based upon student needs, and developing procedures to provide tuition assistance for obtaining technical and/or nontraditional training based on student needs.

See Appendix C for a description of exemplary programs.

The following institutions received funding in this category:

Unified School Districts	Amount
USD 101, Erie-St. Paul	$ 272
USD 248, Girard	330
USD 259, Wichita	7,000
USD 287, West Franklin	4,000
USD 329, Mill Creek Valley	1,800
USD 330, Wabaunsee East	4,920
USD 344, Pleasanton	80
USD 382, Pratt	660
USD 387, Altoona-Midway	86
USD 420, Osage City	4,000
USD 442, Nemaha Valley	3,000
USD 497, Lawrence	2,500
USD 499, Galena	181
USD 512, Shawnee Mission	18,317

Area Vocational-Technical Schools	Amount
602, Southeast KS AVTS	9,872
605, Northwest KS AVTS	6,200
606, Central KS AVTS	7,362
607, Salina AVS	5,000
610, Wichita AVS	1,117
613, Kansas City AVS	21,996

Community Colleges	Amount
800, Allen County CC	27,316
802, Butler County CC	26,503
804, Coffeyville CC	11,820
805, Colby CC	12,500
807, Dodge City CC	23,360
809, Garden City CC	17,236
815, Labette CC	14,000
817, Pratt CC	16,700

Other	Amount
SO715, Wichita State University	594
TOTAL	$248,722

G. Criminal Offenders in Correctional Institutions

The number of criminal offenders in correctional institutions served was 813.

The criminal offenders in correctional institution programs are provided vocational education services and activities to meet their special needs.

Achievements in providing services to criminal offenders include assessing the interests, abilities, and special needs of the inmates and developing an individual vocational education plan; providing vocational counseling services; offering basic skills/remedial education (as needed); planning and providing vocational explorations activities to assist in making career choices; conducting vocational instruction to prepare inmates to return to the world of work.

See Appendix C for details on exemplary programs.

The following institutions provided services to criminal offenders with Carl Perkins funds:

Area Vocational-Technical Schools	Amount
606, Central KS AVTS at KSIR in Hutchinson	$ 25,416
610, Wichita AVS at the Corrections Section of Sedgwick County	21,361

Community Colleges	Amount
805, Colby CC for inmates at Norton Correction Facility	50,000
808, Fort Scott CC at Southeast KS Regional Correction Center	12,570
811, Hutchinson CC at KSIR	18,533
TOTAL	$127,879

PART II
PROGRAM IMPROVEMENT, ACCOMPLISHMENTS
TITLE II, PART B

A. New Programs

The following programs were added at the following schools in 1989 to meet the needs of business and industry and the demands of the communities:

North Central Kansas Area Vocational-Technical School
- Parts Management

Central Kansas Area Vocational-Technical School
- Occupational Home Economics

Salina Area Vocational School
- Ornamental Horticulture

Wichita Area Vocational School
- Surgical Technology

Johnson County Area Vocational-Technical School
- Cosmetology
- Food Service I

Allen County Community College
- Child Care and Management

Barton County Community College
- Trade and Industrial Supervision/Management

Coffeyville Community College
- Small Business Management

Fort Scott Community College
- Special Education Paraprofessional

Garden City Community College
- Agricultural Products and Processing

Highland Community College
- Communications Technologies

Kansas City Kansas Community College
- Mental Health Technology

Labette Community College
- Management/Entrepreneurship (Small Business Management)
- Physical Therapy Assisting
- Medical Laboratory Technology
- Heating/Air Conditioning/Refrigeration Mechanics

Seward County Community College
- Secretarial and Related

B. Dropped Programs

The following programs were dropped from the following schools in 1989:

Kansas City Area Vocational School
- Auto Machinist
- Auto Parts Management

Allen County Community College
- Robotics

Barton County Community College
Aviation Technology
Butler County Community College
Petroleum Technology
Colby Community College
Dietetic Technology
Licensed Mental Health Worker
Labette Community College
Building Trades

C. Expanded Programs

Southeast Kansas Area Vocational-Technical School
Marketing Cooperative Program

D. Improved Career Guidance

Federal funds expended for guidance and counseling activities were separated into two categories. One was to improve, expand, and extend career guidance programs to meet the career development and employment needs of students and potential students at the secondary level. The minimum requirements in the programs were to provide secondary students with the opportunity to become acquainted with business and industry needs and training opportunities available to the students; to provide secondary students with self-assessment, career planning, career decision making, and employability skills activities; to incorporate information into the secondary guidance programs to increase student awareness of employment trends and skills needed for entry into the job market, training opportunities available, and financial assistance for postsecondary education and job training programs.

The second program in guidance and counseling which was at the postsecondary level was to improve and expand career guidance and counseling to meet the career development, vocational education, and employment needs of vocational education students and potential students at the postsecondary level. Minimum requirements of the grants were to provide postsecondary students with information or opportunities on business and industry needs in the labor market and available training; to assist postsecondary students with marketing their current job skills in established occupations; to provide placement assistance to improve the transition from education and training to work; to provide postsecondary students with self-assessment, career planning, career decision making, and employability skills activities; and to assist re-entry adult students with developing mid-career job search skills and skills to clarify career goals.

The following schools obtained Carl Perkins funds in the guidance and counseling category:

Unified School Districts	Amount
USD 101, Erie-St. Paul	$ 272
USD 202, Turner	905
USD 208, WaKeeney	250
USD 210, Hugoton	500
USD 212, Northern Valley	250
USD 221, North Central	250
USD 229, Blue Valley	34,700
USD 231, Gardner	1,000
USD 232, DeSoto	791
USD 234, Ft. Scott	705
USD 238, West Smith County	250

Unified School Districts	Amount
USD 241, Wallace County Schools	250
USD 243, Lebo-Waverly	500
USD 244, Burlington	500
USD 245, LeRoy-Gridley	79
USD 246, Northeast	136
USD 248, Girard	264
USD 249, Frontenac	104
USD 253, Emporia	3,000
USD 259, Wichita	35,480
USD 263, Mulvane	1,315
USD 264, Clearwater	500
USD 273, Beloit	275
USD 274, Oakley	500
USD 278, Mankato	250
USD 279, Jewell	250
USD 282, West Elk	500
USD 284, Chase County	100
USD 286, Chautauqua County	120
USD 287, West Franklin	500
USD 289, Wellsville	354
USD 290, Ottawa	1,132
USD 292, Grainfield	250
USD 300, Comanche County	104
USD 305, Salina	3,600
USD 306, Southeast of Saline	400
USD 308, Hutchinson	462
USD 313, Buhler	1,200
USD 320, Wamego	767
USD 322, Onaga-Havensville-Wheaton	75
USD 325, Phillipsburg	300
USD 328, Lorraine	204
USD 329, Mill Creek Valley	250
USD 330, Wabaunsee East	250
USD 333, Concordia	800
USD 339, Jefferson County North	250
USD 341, Oskaloosa	250
USD 342, McLouth	225
USD 344, Pleasanton	80
USD 345, Seaman	3,400
USD 346, Jayhawk	145
USD 353, Wellington	775
USD 356, Conway Springs	500
USD 360, Caldwell	250
USD 361, Anthony-Harper	639
USD 365, Garnett	287
USD 366, Yates Center	141
USD 368, Paola	800
USD 371, Montezuma	225
USD 372, Silver Lake	250
USD 375, Circle	800
USD 378, Riley County	250
USD 380, Vermillion	250
USD 382, Pratt	254

Unified School Districts	Amount
USD 383, Manhattan	3,000
USD 392, Osborne County	250
USD 393, Solomon	250
USD 402, Augusta	600
USD 404, Riverton	500
USD 406, Wathena	250
USD 413, Chanute Public Schools	694
USD 426, Pike Valley	162
USD 427, Belleville	250
USD 329, Troy	250
USD 430, South Brown County	250
USD 434, Santa Fe Trail	386
USD 437, Auburn-Washburn	625
USD 442, Nemaha Valley	500
USD 447, Cherryvale	250
USD 449, Easton	300
USD 450, Shawnee Heights	1,200
USD 455, Hill Crest	163
USD 456, Marais Des Cygnes Valley	250
USD 457, Garden City	1,800
USD 460, Hesston	500
USD 461, Neodesha	52
USD 464, Tonganoxie	292
USD 465, Winfield	1,200
USD 470, Arkansas City	1,800
USD 473, Chapman	300
USD 474, Haviland	32
USD 479, Crest	63
USD 481, Rural Vista	500
USD 483, Kismet-Plains	250
USD 484, Fredonia	500
USD 487, Herington	225
USD 488, Axtell	250
USD 489, Hays	300
USD 490, El Dorado	650
USD 492, Flinthills	500
USD 493, Columbus	800
USD 496, Pawnee Heights	38
USD 497, Lawrence	4,614
USD 499, Galena	450
USD 500, Kansas City	13,200
USD 501, Topeka Public Schools	13,214
USD 502, Lewis	47
USD 503, Parsons	1,200
USD 504, Oswego	250
USD 506, Labette County	1,200
USD 512, Shawnee Mission	2,500

Area Vocational-Technical Schools	Amount
603, Southwest KS AVS	3,087
609, Manhattan AVS	2,999
610, Wichita AVS	6,888

Area Vocational-Technical Schools	Amount
612, Liberal AVS	25,000
613, Kansas City AVS	8,500

Community Colleges	Amount
802, Butler Co. CC	2,836
806, Cowley Co. CC	318
807, Dodge City CC	35,300
808, Fort Scott CC	20,000
810, Highland CC	23,712
811, Hutchinson CC	16,844
812, Independence CC	13,530
817, Pratt CC	13,086
818, Seward Co. CC	15,200

Other	Amount
TO320, Haskell Indian Jr. College	10,000
TOTAL	$358,516

E. Program Improvement

The main objective of the program improvement/expansion category was to improve and/or expand existing vocational education programs through the acquisition of specialized equipment and curriculum materials consistent with current job opportunities found in business and industry in the state. The minimum standards were to provide proposed program improvement/expansion based on locally identified and documented needs. Input from the local advisory council on the need for the proposal was considered.

In 1989, a statewide effort to include applied curriculum began. Applied Communications is now taught at nine locations, Applied Math is taught at six locations, Principles of Technology is taught at forty-six locations, and Explorations in Technology is taught at eleven locations. This effort to include applied subjects in the curriculum on a statewide basis will continue; in fact, more of an emphasis will be placed upon this concept in the future.

The Kansas Competency-Based Curriculum Center is located at Washburn University and a major thrust of the Kansas State Department of Education now, and in the future, will be to convert to competency-based instruction on a statewide basis. Carl Perkins funds are enabling Kansas to take a stronger role in encouraging this conversion. Forty-six occupationally specific profiles have been developed and there have been 2,634 profiles distributed to various schools.

Technical assistance has been provided to counselors, teachers, and administrators to strengthen their knowledge of the changing economy, job opportunities, job requirements, and the need for updating training. The seven new basics outlined in Workplace Basics have been emphasized. The commitment by the State Board of Education and the use of Carl Perkins funds in providing a thoroughly trained work force for a society that is constantly changing will extend through at least the next decade.

See Appendix C for a description of exemplary programs.

The following institutions received program improvement funds in 1989:

Unified School Districts	Amount
USD 101, Erie-St. Paul	$ 413
USD 202, Turner	8,100
USD 204, Bonner Springs	16,877
USD 206, Remington-Whitewater	10,500
USD 208, WaKeeney	1,800
USD 210, Hugoton	2,000
USD 221, North Central	900
USD 227, Jetmore	300
USD 229, Blue Valley	6,730
USD 230, Spring Hill	14,600
USD 234, Ft. Scott	4,000
USD 239, North Ottawa County	8,375
USD 241, Wallace County Schools	5,000
USD 243, Lebo-Waverly	6,000
USD 245, LeRoy-Gridley	90
USD 246, Northeast	170
USD 247, Cherokee	1,000
USD 248, Girard	330
USD 249, Frontenac	130
USD 260, Derby	15,850
USD 261, Haysville	10,090
USD 263, Mulvane	2,091
USD 271, Stockton	975
USD 274, Oakley	10,201
USD 278, Mankato	7,100
USD 279, Jewell	2,218
USD 281, Hill City	2,575
USD 282, West Elk	70
USD 286, Chautauqua County	150
USD 289, Wellsville	2,212
USD 290, Ottawa	4,000
USD 300, Comanche County	130
USD 305, Salina	4,950
USD 325, Phillipsburg	1,610
USD 328, Lorraine	11,600
USD 329, Mill Creek Valley	6,814
USD 330, Wabaunsee East	12,162
USD 333, Concordia	8,875
USD 339, Jefferson County North	2,800
USD 341, Oskaloosa	16,510
USD 344, Pleasanton	100
USD 346, Jayhawk	9,850
USD 356, Conway Springs	8,774
USD 361, Anthony-Harper	7,325
USD 364, Marysville	14,957
USD 366, Yates Center	170
USD 368, Paola	1,100
USD 371, Montezuma	3,000
USD 378, Riley County	2,820
USD 379, Clay Center	6,030
USD 380, Vermillion	7,300
USD 382, Pratt	7,000
USD 383, Manhattan	3,850

Unified School Districts	Amount
USD 387, Altoona-Midway	1,360
USD 393, Solomon	2,500
USD 397, Centre	6,600
USD 404, Riverton	7,250
USD 413, Chanute Public Schools	5,868
USD 423, Moundridge	500
USD 426, Pike Valley	3,154
USD 427, Belleville	100
USD 430, South Brown County	6,300
USD 442, Nemaha Valley	2,500
USD 447, Cherryvale	1,940
USD 449, Easton	1,500
USD 457, Garden City	9,400
USD 461, Neodesha	240
USD 464, Tonganoxie	2,500
USD 465, Winfield	7,500
USD 467, Leoti	1,550
USD 470, Arkansas City	3,500
USD 474, Haviland	40
USD 475, Junction City	6,913
USD 479, Crest	70
USD 481, Rural Vista	3,500
USD 484, Fredonia	12,800
USD 488, Axtell	5,256
USD 496, Pawnee Heights	40
USD 497, Lawrence	13,500
USD 499, Galena	3,104
USD 502, Lewis	50
USD 503, Parsons	10,000
USD 504, Oswego	130
USD 505, Chetopa	7,000
USD 506, Labette County	17,320
USD 508, Baxter Springs	6,300

Area Vocational-Technical Schools	Amount
600, Northeast KS AVS	2,050
601, North Central KS AVTS	30,614
602, Southeast KS AVTS	63,625
603, Southwest KS AVS	17,842
604, Flint Hills AVS	25,800
605, Northwest KS AVTS	30,134
606, Central KS AVTS	32,278
607, Salina AVS	39,634
609, Manhattan AVS	25,200
610, Wichita AVS	120,135
612, Liberal AVS	10,490
613, Kansas City AVS	87,833
614, Johnson Co. AVTS	59,175

Community Colleges	Amount
800, Allen Co. CC	20,998
801, Barton Co. CC	28,891
802, Butler Co. CC	63,396

Community Colleges	Amount
804, Coffeyville CC	60,000
805, Colby CC	54,180
806, Cowley Co. CC	30,980
807, Dodge City CC	15,500
808, Fort Scott CC	30,553
809, Garden City CC	25,125
810, Highland CC	50,525
811, Hutchinson CC	102,476
812, Independence CC	65,055
813, Johnson Co. CC	25,735
814, Kansas City KS CC	100,452
815, Labette CC	49,000
816, Neosho Co. CC	62,391
818, Seward Co. CC	33,500

Other	Amount
S0800, Washburn University	17,000
TOTAL	$1,813,426

F. Curriculum Development

Federal funds were used to develop secondary and postsecondary vocational education programs through program improvement and modernization. Major activities included developing an institutional plan based on vocational program objectives, determining procedures to follow so that programs met labor market demands, demonstrating articulation between secondary and postsecondary programs, and identifying curriculum materials that reflected current business and industry needs.

The following institutions received Carl Perkins curriculum development funds:

Community College	Amount
802, Butler Co. CC	$49,872

Other	Amount
S0385, Pittsburg State University	12,617
S0800, Washburn University	133,901
TOTAL	$196,390

G. Personnel Development

With the rapidly changing work environment of today and the need for ongoing technological training and retraining, Federal funds were expended in this category to enable vocational educators to expand their knowledge base to meet the needs of business, industry, and/or the community. Activities included increasing technological abilities in explorations and principles of technology, entrepreneurship education, agriculture education, local area networking (LAN), business education, beginning teacher certification, industrial technologies, and work and family seminars. During the month of August, inservice was held at Wichita, Kansas, for 874 teachers. They attended various seminars on vocational administration: agriculture; business; guidance and counseling; health occupations; home economics; marketing; sex equity; special needs; and trade, industrial, and technical education.

The following institutions received funds in the personnel development category:

Area Vocational-Technical School	Amount
602, Southeast KS AVTS	$ 5,000

Community Colleges	Amount
801, Barton Co. CC	11,568
813, Johnson Co. CC	11,100

Other	Amount
S0246, Fort Hays State University	3,500
S0367, Kansas State University	35,791
S0379, Emporia State University	69,717
S0385, Pittsburg State University	41,100
S0715, Wichita State University	24,983
TOTAL	$202,758

H. Equipment

Funds expended under this activity were used to provide program improvement, modernization, and the development of high quality vocational education programs through the update of equipment. Activities included developing an institutional plan and identifying equipment needs based on the institution's vocational program objectives and business and industry's training demands.

NOTE: This is not intended to be a complete list; however, it is representative of the types of equipment purchased with Carl Perkins funds.

School	Type of Equipment			
	Electronic or Computer-Related	**Photography (Camera, Overhead)**	**Television, VCR, Camcorder**	**Other**
USD 202 Turner	computers, printers			
USD 204 Bonner Springs	11 computers, PC printer, proprinter, CPU, 2 plotters	overhead projector		
USD 206 Remington-Whitewater	CAD, CAM accessories			
USD 208 WaKeeney	3 computers, CAD software			
USD 210 Hugoton	3 computers			
USD 229 Blue Valley	computers, printers, CAD system			
USD 237 Smith Center	computer, ImageWriter with peripheral 8 cable			
USD 239 North Ottawa County	computers			metal turning lathe
USD 241 Wallace County Schools	8 computers, Citizen parallel printer, Houston inst. plotter			

School	Type of Equipment			
	Electronic or Computer-Related	**Photography (Camera, Overhead)**	**Television, VCR, Camcorder**	**Other**
USD 243 Lebo-Waverly	word processing equipment			
USD 247 Cherokee	computer			
USD 259 Wichita Public Schools	equipment for Principles of Technology			2 sewing machines
USD 260 Derby	Macintosh computer, laser printer, scanner			
USD 261 Haysville	computers, word processing equipment			
USD 263 Mulvane	computers			milling option accessories
USD 271 Stockton			television, VCR, camcorder	
USD 273 Beloit	computer			
USD 274 Oakley	7 computers and accessories, ImageWriter laser printer			
USD 278 Mankato	6 computers, Apple scanner			
USD 279 Jewell	Apple IIGS computer system, networking hard-ware for 12 computers			
USD 281 Hill City	Model 30 IBM computer, IBM			

School	Type of Equipment			
	Electronic or Computer-Related	**Photography (Camera, Overhead)**	**Television, VCR, Camcorder**	**Other**
USD 281 Hill City (continued)	wheelwriter, editing typewriter			
USD 282 West Elk				3 Robojet 2001 systems
USD 289 Wellsville	2 computers and accessories			
USD 290 Ottawa	computer and laser printer			
USD 305 Salina	CAD computer			
USD 320 Wamego	Macintosh SE20, 4 computers	projector reel		
USD 321 Kaw Valley	2 computers, LaserWriter II			
USD 328 Lorraine	Apple IIGS computer			
USD 330 Wabaunsee East	2 computers, ImageWriter			
USD 331 Kingman	equipment for Principles of Technology			
USD 337 Mayetta	Apple IIGS		2 Hitachi 27" televisions, 2 Hitachi VCRs	
USD 339 Jefferson County North	computer	overhead projector		
USD 345 Seaman			Hitachi camcorder and case	

School	Type of Equipment			
	Electronic or Computer-Related	**Photography (Camera, Overhead)**	**Television, VCR, Camcorder**	**Other**
USD 346 Jayhawk	CAD system, other computer hardware			
USD 351 Macksville	computer and printer			
USD 356 Conway Springs	Olivetti computers, typewriter with CRT, printers			
USD 359 Argonia Public Schools	Hewlett Packard plotter, 1 color monitor, IBM AT CAD computer			
USD 361 Anthony Harper	5 IBM compatible computers, Apple IIGS computer		25" Zenith television	
USD 366 Yates Center				3 Robojet 2001 systems
USD 368 Paola	computer with robotic kit, robot arm computer		RGB monitor	plasma arc cutter
USD 371 Montezuma	4 Apple IIGS computers			2 Beta II Mig welders, Bernetti serger sewing machine
USD 379 Clay Center	CAD system			metal lathe (computer controlled)
USD 382 Pratt	computer and CAM lathe			engine test oscilloscope

School	Type of Equipment			
	Electronic or Computer-Related	Photography (Camera, Overhead)	Television, VCR, Camcorder	Other
USD 387 Altoona-Midway	printer and computer			
USD 392 Osborne County			Zenith camcorder	
USD 393 Solomon	IBM system 30, computer			
USD 397 Centre	CAD system			
USD 403 Otis-Bison	equipment for Principles of Technology			
USD 404 Riverton	Brother HLS-E laser printer, wheelprinter			IBM typing station, Toshiba copier, Miller-matic welder, belt sander
USD 413 Chanute Public Schools	computers and printers			robotic equipment
USD 415 Hiawatha	2 Apple II classroom color systems			
USD 423 Moundridge	6 IBM computers, 2 printers			
USD 425 Highland				upgraded shop equipment
USD 426 Pike Valley	2 computers, teacher desk-top computer			
USD 433 Midway	computer			
USD 442 Nemaha Valley	2 word processors			

School	Type of Equipment			
	Electronic or Computer-Related	Photography (Camera, Overhead)	Television, VCR, Camcorder	Other
USD 444 Little River	equipment for Principles of Technology			
USD 447 Cherryvale	CAD system			robotic equipment
USD 448 Inman				strip chart recorder
USD 449 Easton	ImageWriter Apple color monitor, 2 Apple IIGS desktops	overhead projector		
USD 451 Baileyville-St. Benedict	4 Principles of Technology stations, teacher lab station, 2 Apple IIGS systems		Zenith 27" monitor, Zenith VHS	
USD 457 Garden City	3 computers and printers, 1 digitizer, 1 plotter			
USD 464 Tonganoxie	equipment for Principles of Technology			
USD 465 Winfield	8 IBM PC computers, network adaptor, 10 meg. hard drive, Apple IIE computer			
USD 467 Leoti	computers			
USD 475 Junction City				Sun interragator, volt amp tester, 4-engine stands

School	Type of Equipment			
	Electronic or Computer-Related	Photography (Camera, Overhead)	Television, VCR, Camcorder	Other
USD 481 Rural Vista	CAD system, plotter printer, IBM hard disk			
USD 484 Fredonia	CAD unit, 4 computers and printers			MEA 1500 engine analyzer
USD 488 Axtell	19 Apple IIGS computers, 9 ImageWriter II printers			
USD 493 Columbus	3 Principles of Technology lab stations			
USD 496 Pawnee Heights				3 Robojet 2001 systems
USD 497 Lawrence	15 Unisys work stations, 2 printers			
USD 499 Galena	4 computers		Zenith 27" monitor	
USD 503 Parsons	11 computers			
USD 506 Labette County	computers, CAD equipment, word processing equipment			NC machine, typesetting machine
600 Northeast KS AVS	computers			
601 North Central KS AVTS	computers			
603 Southwest KS AVS	computer, Versa CAD drafting system			adapter for motorcycle dynometer

School	Type of Equipment			
	Electronic or Computer-Related	**Photography (Camera, Overhead)**	**Television, VCR, Camcorder**	**Other**
605 Northwest KS AVTS	Epson computer			super 9 wig dryer, 8 visual display units, 4 ton porta power air conditioning service set, overhead hoist, New Way seat cutter, hydraulic pressure tester, 5 drafting stations
606 Central KS AVTS	IBM computer monitor, Star printer, Apple IIE computer		video equipment, 25" television, VCR, 18 audio-visual sets	2 CNC training lathes, 2 offline programming systems, electronic scope
610 Wichita AVS	computer, printer, 4 hard disk computers			equipment for simulated operating room laboratory, 2 Valpar Mesa SF2 computerized assessment systems
612 Liberal AVS	Xerox memory writer, Samsung computer, 3 ImageWriters, Zenith trouble shooter computer, wheelwriter			scope 40,000 BTU furnace, linear slide table
613 Kansas City AVS	4 model 28 CAD computer systems with software and accessories, Laser-		vertical camera, 4 color monitors	4 hospital beds, 4 work stations, 3302-2-color

School	Type of Equipment			
	Electronic or Computer-Related	**Photography (Camera, Overhead)**	**Television, VCR, Camcorder**	**Other**
613 Kansas City AVS (continued)	Writer, DMP-61 plotter, 5 hard disk drives, 20 IBM compatible computers, 10 Panasonic printers, 2 computer analyzers			press, model FSG-612 surface grinder, 2 shopsmiths, plasma cutting machine, freon reclamation unit, 2 Tig welding machines, 2 verticle milling machines, 3 horizontal milling machines, printing press
614 Johnson County AVTS	computers, data processing equipment		VCR and monitor, video equipment	electronics equipment for auto mechanics program
800 Allen County Community College				printing program equipment
801 Barton County Community College				various equipment updates
802 Butler County Community College	47 IBM systems, 140 computers, 2 CAD units, 8 Amiga computers			
804 Coffeyville Community College	System 36 IBM mainframe, 15 CRT terminals			
805 Colby Community College	4 Macintosh SE computers, 5 Wicat learning		3/4" video cassette recorder	time base corrector, gas chromatograph

School	Type of Equipment			
	Electronic or Computer-Related	**Photography (Camera, Overhead)**	**Television, VCR, Camcorder**	**Other**
805 Colby Community College (continued)	system computers, Wordstar 2000, 4 IBM personal typewriting systems, FAX machine, computer projection display, 300 dot/in scanner, computer work station		video camcorder	recorder, potentiometric 1/1 Omv. nine chart speed model, Dopler bloodpressure unit, X-ray positioning aids, stage warmer FOS microscope, fiberoptics "Focus Scope" unit, 12 VT 220 terminals, lighting projection for terminal, phase contrast microscope
806 Cowley County Community College	2 model 50's, 70 laser printers			
807 Dodge City Community College	3 computers			equipment for auto mechanics classes
808 Fort Scott Community College	model D2 computer, Epson printers			
809 Garden City Community College	15 micro computers, 1 stand alone computer, 10 printers		1 overhead	
810 Highland Community College		photography equipment		
811 Hutchinson Community College	installed microcomputer lab			16 work stations

School	Type of Equipment			
	Electronic or Computer-Related	Photography (Camera, Overhead)	Television, VCR, Camcorder	Other
812 Independence Community College	software, printer server, keyboards, memory expansion kits, fixed disk, 720 KB diskette drive, 4 proprinters, 8K printer buffer, LaserWriter, cables, mice, Macintosh dual drive laser printers, other computer-related equipment			13 chairs, 8 tables, 5 AB switches, 2 Bretford adjustable tables, 27 chairs, 12 tables, transcribers
815 Labette County Community College	Macintosh desktop publishers			
816 Neosho County Community College	lap computers, 1 printer, 1 Chatsworth data card reader, PC, printer, monitor	2 projectors	VCR and camcorder	typewriter, micro biology equipment, digital engine analyzer

I. Other

Other institutions receiving funds are as follows:

Area Vocational-Technical Schools	**Amount**
602, Southeast KS AVTS	$ 1,200
613, Kansas City AVS	11,088

Community Colleges	**Amount**
802, Butler Co. CC	50,000
810, Highland CC	55,000
813, Johnson Co. CC	52,873
814, Kansas City KS CC	12,000
815, Labette Co. CC	43,846
817, Pratt CC	50,000

Other	**Amount**
S0682, University of Kansas	7,500
TOTAL	$283,507

PART III
COMMUNITY-BASED ORGANIZATION
TITLE III, PART A

The number of students served by community-based operations in 1989 at the secondary level was 248, and the number served at the postsecondary level was 175. A total of 423 students received services.

Federal funds under this activity were used to provide special vocational education services and activities for economically and educationally disadvantaged citizens served by community-based organizations. Special consideration was given to serving the needs of severely economically and educationally disadvantaged youth, ages 16-21. All activities were developed in conjunction with an advisory committee consisting of representatives from community-based organizations, vocational education, business and/or industry, and other related employment and training service providers.

Examples of special services include identifying the severely economically and educationally disadvantaged, ages 16-21, identifying the labor market needs of the area to be served, providing assessment of training, and ensuring each grantee had an agreement with the local education agency and the community-based organization.

These institutions were funded as followed:

Community Colleges	**Amount**
805, Colby CC	$37,370
807, Dodge City CC	19,095
Other	**Amount**
S0800, Washburn University	42,505
TOTAL	$98,970

PART IV
CONSUMER AND HOMEMAKING
TITLE III, PART B

The number of consumer and homemaking students served in this category at the secondary level was 13,176; the number served at the postsecondary level was 1,704. A total of 14,880 students were served.

The purpose of this category at the unified school district level is to improve, expand, or update consumer and homemaking programs. The minimum standards set by Kansas were to use a local advisory committee or a local technical committee to implement the activity and to identify how this activity would directly improve consumer and homemaking programs in no more than one of the following areas of emphasis: a) improve responses to individual and family crises, b) strengthen parenting skills, and c) improve nutrition education. The grants ranged from $1,000 to $3,000 per attendance center. No local match was required on these projects.

At the postsecondary level, the purpose was to assist business and industry in responding to the needs of the employees for parent and family education programs. The minimum standards set by Kansas were to implement/expand a model for providing work and family seminars, utilize the following materials for promotion and implementation of instruction a) curriculum guide entitled Balancing Work and Family and b) marketing notebook and resource packets. All new project personnel participated in three work and family sponsored inservice meetings; all instructional staff participated in one work and family project sponsored inservice prior to any delivery of instruction. The institution designated a project contact person and collected evaluation and follow-up information to assess effectiveness of the work and family seminars in meeting the needs of business and industry and to determine future directions for use of the delivery system. No local match was required on this project.

The following institutions received Carl Perkins funds in the consumer and homemaking category:

Unified School Districts	Amount
USD 202, Turner	$ 2,000
USD 204, Bonner Springs	3,000
USD 208, WaKeeney	1,200
USD 223, Barnes-Hanover	3,000
USD 227, Jetmore	2,997
USD 229, Blue Valley	15,000
USD 231, Gardner	2,500
USD 257, Iola	2,976
USD 261, Haysville	3,000
USD 269, Palco	3,000
USD 279, Jewell	850
USD 281, Hill City	3,000
USD 290, Ottawa	1,857
USD 307, Ell-Saline	3,690
USD 323, Westmoreland	1,230
USD 330, Wabaunsee East	2,975
USD 333, Concordia	1,012
USD 339, Jefferson Co. North	1,500
USD 341, Oskaloosa	3,000
USD 351, Macksville	2,535
USD 361, Anthony-Harper	1,430
USD 364, Marysville	2,526
USD 368, Paola	3,000

Unified School Districts	Amount
USD 378, Riley County	2,746
USD 379, Clay Center	2,500
USD 382, Pratt	5,997
USD 383, Manhattan	2,080
USD 387, Altoona-Midway	6,000
USD 392, Osborne	3,000
USD 396, Douglass Public Schools	2,700
USD 397, Centre-Lost Springs	1,760
USD 415, Hiawatha	1,850
USD 421, Lyndon	2,010
USD 430, Horton	6,000
USD 435, Abilene	3,000
USD 437, Auburn-Washburn	5,995
USD 442, Seneca	3,000
USD 447, Cherryvale	3,000
USD 460, Hesston	6,000
USD 470, Arkansas City	5,497
USD 475, Junction City	2,934
USD 497, Lawrence	11,830
USD 504, Oswego	500
USD 512, Shawnee Mission	38,842

Area Vocational-Technical Schools	Amount
603, Southwest KS AVS	1,850
606, Central KS AVTS	1,000
614, Johnson Co. AVTS	12,980

Community Colleges	Amount
804, Coffeyville CC	12,000
805, Colby CC	10,800
806, Cowley Co. CC	8,079
807, Dodge City CC	10,000

Other	Amount
SE609, SE KS Reg Ed Service Center	20,869
SO367, Kansas State University	26,552
SO379, Emporia State University	14,000
TOTAL	$302,650

APPENDIX A

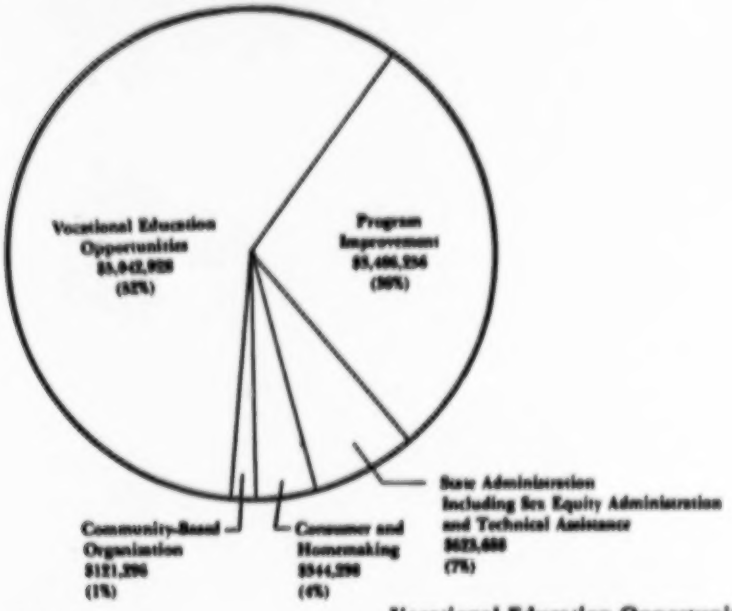
ENROLLMENT TABLE
DEPICTING STUDENTS SERVED BY VOCATIONAL EDUCATION

Target	Secondary		Postsecondary/Adult	
Title II	# in Mainstream Programs	# in Separate Programs	# in Mainstream Programs	#in Separate Programs
Handicapped	3,320	1,576	741	294
Disadvantaged (minus LEP)	8,076	2,329	10,629	273
LEP	330	15	548	8
Adult	443	0	14,138	0
Single Parent/ Homemaker	108	0	428	0
Corrections	0	180	0	633
Nontraditional male	877	0	1,584	0
female	779	0	2,747	0
Regular Vo. Ed. Pop.	10,614	0	5,413	0
TOTAL TITLE II	24,547	4,100	36,228	1,208
Title III				
III(A) - CBO	248	0	175	0
III(B) - C&HE	13,176	0	1,704	0
TOTAL TITLE III	13,424	0	1,879	0
GRAND TOTAL 81,386	37,971	4,100	38,107	1,208

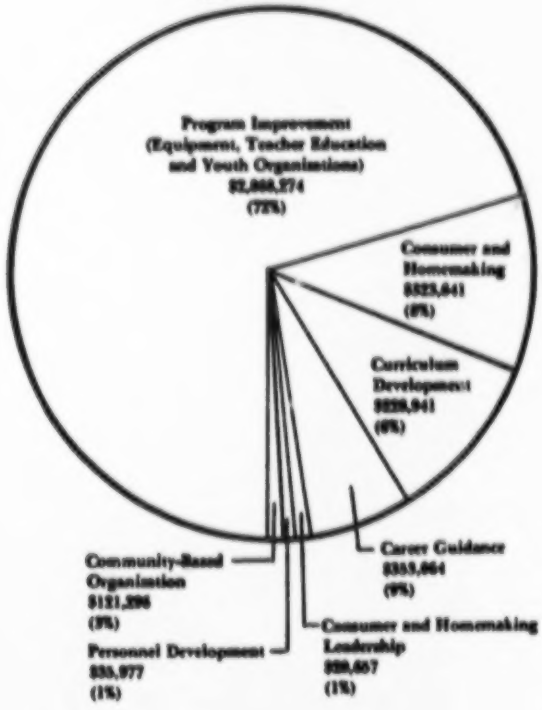
APPENDIX B

CARL PERKINS FUNDS -- EXPENDITURE CHARTS

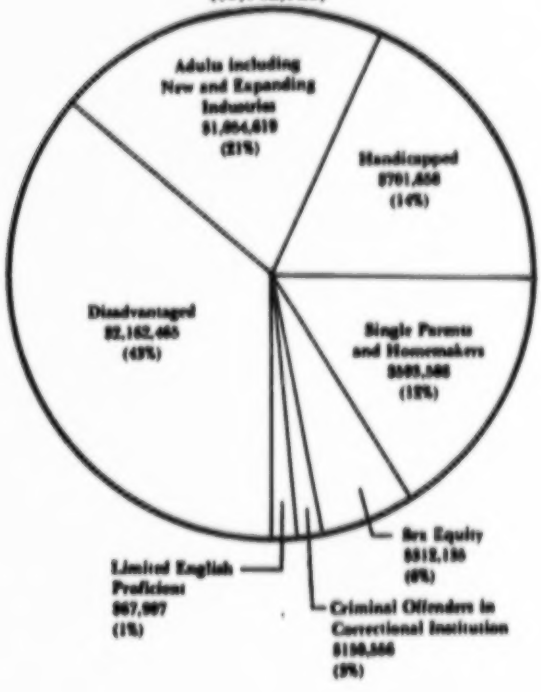
Carl Perkins Vocational Education Act
Appropriations with Carryover for Fiscal Year 1989
($9,618,466)



Program Improvement and Title III Allocations
($3,951,850)



Vocational Education Opportunities Allocations
($5,042,928)



APPENDIX C

EXEMPLARY PROGRAMS

Disadvantaged

Fort Scott Community College

The National Association of State Directors of Vocational Education selected the Maximized Individualized Learning Lab (MILL) at Fort Scott Community College as one of the ten national programs showcased at their annual meeting in June in Washington D. C. MILL was designed for disadvantaged and handicapped services provided through the Carl D. Perkins funds. MILL is also supported by the Kansas Adult Basic Education/General Education Degree program. The overall objective of all MILL services is to provide supportive academic and employment instruction which cannot take place in the classroom and/or was not provided for in the content-specific vocational curriculum.

The function of MILL is to provide 1) career and vocational assessment, 2) employability and job retention assessment and instruction, 3) basic skills assessment, 4) basic skills instruction/remediation, and 5) supplemental instruction and peer tutoring. Instruction is self-paced, open entry/exit and competency based. MILL services are available sixty hours each week with qualified instructors available to meet the demands of nontraditional students. These flexible hours allow students to take advantage of MILL services after regular classes are completed. Unique in its approach, MILL provides a system in which the student continuously remains the focus. Student needs remain in the forefront at all times.

USD 259, Wichita Public Schools

The Kansas Association for the Education of Young Children and the Wellesley College Center for Research, Wellesley, Massachusetts, considers this program to be exemplary. This program is unique since it provides comprehensive services to the disadvantaged students either with one-on-one assistance in consumer/homemaking classes, utilizing the skills of paraprofessionals in twenty-one schools or through support services by providing child care. A teaching specialist was employed to provide support services to the child learning centers and their expansion. The child learning centers also served as laboratories for disadvantaged students. Ninety-five students enrolled their children in these child learning centers. Twenty-one of these student-parents will return in 1989-90; thirty-three graduated in May 1989. Approximately seventy-five disadvantaged students received hands-on experience as child caregivers in the child learning center labs. This service provides quality child care for the children of school-age parents.

Kansas City Kansas Area Vocational School

A career learning center was established at the Kansas City Kansas Area Vocational School. Fifty-two students successfully completed a vocational program or a school-to-work program. Thirty-seven disadvantaged students in special vocations completed a school-to-work program. The project has provided special assistance to disadvantaged vocational students in the following areas: 1) literacy and basic remediation, 2) assessment and vocational exploration, and 3) school-to-work transition assistance. The strength of this program is that students are able to work in small group settings which allow teachers to give more individualized assistance and counseling. The programs are also separate from other classes and provide instruction and counseling directed toward the special needs of disadvantaged students.

Handicapped

Kansas City Kansas Area Vocational School

This special vocations program provides vocational training to special needs students in an effort to assist them in acquiring skills, attitudes, and appropriate behaviors necessary for successful employment. The special vocational students rotate through the vocational areas (food service, laundry, business, and trades) for two weeks each. The laundry and food service classes actually serve customers and the business and

trades classes produce products that are sold at school. Each vocational class includes an overview of employment opportunities in its particular field. Students receive vocational training through actual hands-on activities or simulated work activities. The behavior management instructors will meet with students in small groups at least twice a week. Seven special needs students have been successfully employed this year and thirty-two are ready to be employed next year.

Kansas City Kansas Community College

Academic support services are provided to individuals with disabilities thereby allowing them to participate in vocational academic programs provided by the college. Community outreach and transition planning activities are provided to inform disabled individuals of the services available. The Disabled Students Association provides students with peer support, the opportunity to develop leadership and self-advocacy skills, and to conduct activities that increase awareness and address employment and independent living skills. Through outreach activities 219 individuals had contact with the disabled student services program. Of those, fifty-nine participated in the vocational programs. Academic support services were provided on an individual basis.

USD 501, Topeka Public Schools

Handicapped students were provided with educational opportunities to increase their occupational awareness and employability skills for seeking and preparing for work through the career education activities pilot project. Work activities such as work samples, job shadowing, and community-based work experience were provided for qualified students. Additionally, the students and their teachers were provided with career conferencing. Parents of the students were provided information regarding programs and occupational opportunities available. Close supervision was provided for several students who were working for pay. The activities were designed and taught by the vocational education team. The results of the study showed significant improvement in most measured areas. A good working relationship has developed with JTPA and students have continued working through the summer months assisted by the district/JTPA summer youth employment and training program in accordance with their Individual Education Plan (IEP) goals. This has increased the community patron interest and support for assisting the handicapped student.

Adult Training and Retraining

Emporia State University

A two-day seminar on entrepreneurship education was attended by secondary, area vocational-technical school, and community college teachers, counselors, administrators, and board members. Additionally, economic development, State department personnel, and legislators interacted and communicated with the attendees. The outcomes of this seminar were curriculum plans, instructional ideas, and learning activities for attendees. Participants obtained ideas and materials from a series of breakout session presentations and general session speakers. This was the first statewide conference involving educators from all levels of education and the first opportunity for interested educators to receive detailed presentations on the delivery of entrepreneurship education.

Emporia State University

A research and adult training program for small businesses, certified development companies, and small business development centers was conducted by Emporia State University, School of Business. Interagency training agreements were continued between a number of adult vocational agencies across Kansas to provide short-term, nonacademic vocational training for men and women employed or entering business.

There were 303 adult classes taught in Kansas communities from border to border. Total class enrollment was 5,779 adults. Roughly 120 different courses were offered with an average class size of 19 students. The average length of the classes was 8.83 hours. There were 40,742 clock hours of instruction provided at a total cost of $58,548.34, or cost per clock hour of instruction of $1.44. There were 2,439 men and 3,340 women enrolled.

Secondary Business Education Programs

USD 497, Lawrence

The Lawrence business education department installed a network system of fifteen UNISYS work stations, two printers, and a tape back-up system using one host server (IBM compatible). The training software that was purchased included SMART Integrated Software, DATA Capture, and Retrieval and COBOL programming. Both day and evening students are using the newly created network lab and software. The laboratory of networked UNISYS work stations is reported to be one of the better equipped classrooms in Kansas high schools.

USD 204, Bonner Springs

The business education department at Bonner Springs High School created a computer lab to expand the secretarial program to include word processing. The computer lab now houses a Local Area Network (LAN) with eleven IBM (Personal System/2 --Model 25) work stations. The business curriculum has been updated to include four new course offerings 1) Keyboarding I, 2) Keyboarding II, 3) Word Processing I, and 4) Word Processing II.

USD 442, Nemaha Valley/Seneca

Nemaha Valley High School purchased and integrated two new computer/word processing systems in their business education department. The purchase of the word processing equipment and accompanying software afforded the business department an opportunity to revise its curriculum and institute two new courses 1) Office Procedures and 2) Business Skills. The new course offerings allowed the business program to provide students with real work world technology.

Explorations in Technology

Pittsburg Middle School/Hesston Middle School

The Explorations in Technology program in Pittsburg, Kansas, was designed to provide a method whereby seventh and eighth grade students could focus their attention on the rapidly changing world of technology and on how these changes might affect their future. In order to accomplish this objective, it was necessary to rethink the content and purpose of the curriculum that was traditionally being taught and to redefine the objectives that would be the most beneficial to all students.

Many hours of planning were spent in the delivery system, the student management system, and the facility design that are all essential ingredients to the success of the program. All levels of administration were included in the planning of this program. Funding was provided by a mixture of State and local funds and Carl Perkins money. Twenty learning modules were constructed and designed to best facilitate each individual area of instruction. The modules were designed for the equipment to be used in each area, therefore some of the module areas are large and some are small. Each module is designed and equipped to accommodate two students at a time. The activity modules include electricity/electronics, drafting/CAD; alternate energy/automobile engine systems, small gas engines, performance vehicles, research and design, computer applications, think tank, computer numerical control, transportation, rocketry and spaceflight, production technology, robotics, flight technology, future technology, printing technology, radio communications, line production, and reactions and reflections.

The initial setup and cost of the technology lab was substantial, but the atmosphere and learning environment have combined to make the job of teaching technology education both rewarding and interesting. The students are provided a golden opportunity to become better prepared for our technological society. Explorations of Technology was instituted in 1987 with the help of Perkins funds and has grown to eleven schools.

Principles of Technology

Hutchinson High School

Principles of Technology is a high school course in applied science for vocational-technical students in the eleventh and twelfth grades. It is a two-year curriculum covering fourteen units in applied physics. These units are: force, work, rate, resistance, energy, power, force transformers, momentum, waves and vibrations, energy convertors, transducers, radiation, optical systems, and time constants. Seven units are taught in the first year and seven more units are taught in the second year. Each unit typically requires twenty-six 50-minute class periods and shows how a technical concept can be analyzed and applied to equipment and devices in mechanical, fluid, electrical, and thermal energy systems.

Materials developed and tested for Principles of Technology include student texts, videocassettes, demonstrations, math labs, hands-on labs, and tests. A teacher's guide for each unit provides suggested presentation strategies, information about how to perform classroom demonstrations, and additional information for problem-solving labs.

To educate modern technicians we must have a curriculum that not only teaches current employability skills, but also provides technical principles that will not become obsolete as equipment and technologies change. Principles of Technology is designed to be a practical science course for vocational-technical students. It is an applied physics course oriented toward modern technology. Principles of Technology was instituted in 1987 with the help of Perkins funds at sixteen sites and has expanded to forty-six school districts. A model program may be observed at Hutchinson High School.

Corrections

Wichita Area Vocational School

Wichita Area Vocational School worked with the Corrections Section of Sedgwick County, Kansas, to provide assessment, counseling, referral to appropriate services, and training for specific occupations to inmates housed at the Corrections Section of Sedgwick County, Kansas. Contact with the counselor also provided support for the inmate. Individuals had the opportunity to participate in a full assessment, to discuss with a counselor his/her career/education goals, and to participate in the development of an individual plan for achieving these goals. In addition, funding was available for GED classes/testing, bus transportation, short-term programs (such as truck driving), and longer programs. Counselor coordination with inmates provided support and assistance when problems arose.

Fort Scott Community College

Criminal offenders housed at the Southeast Kansas Regional Center had an opportunity to improve basic skills and/or complete a GED, gain competencies in job attainment and job retention skills, participate in vocational interest and aptitude assessment, and learn about vocational education programs in the area and how to enroll in these programs. Each participant progressed through an individualized educational plan based upon an assessment of the individual's strengths and deficiencies in basic skills and employability skills.

Community-Based Organizations

Dodge City Community College

Youthville in Dodge City works with students who have a variety of problems which do not allow them to fit into the normal class room. Dodge City Community College provided a program in careers exploration and skill development and provided hands-on workshops to initiate some of the skills necessary for those careers. These students would not be exposed to this program without Perkins funds.

Colby Community College

The Back On Track Youth Project served 121 economically and educationally disadvantaged youth in the project's first year. During the summer, high school dropouts are contacted and asked to participate in this project. These new clients are tested and counseled to determine their individual needs. Individual program objectives are developed and these students are assisted in completing their objectives. Of the 121, 23 completed GEDs, 10 entered full-time employment, 4 entered part-time employment, 2 went back to high school, and 31 will be remaining in the program to continue working on their objectives. Thus, 70 of 121 dropouts were assisted in a positive manner which can be measured.

Health Occupations

Wichita Area Vocational School

A surgical technology program lasting thirty-six weeks has been established and Perkins funds enabled the school to purchase equipment required to maintain a simulated operating room. It is the only program of its kind in the state and has been quite successful. With the health care worker shortage, the addition of this program is quite timely.

Neosho County Community College

The shortage of nurses in Kansas is well documented. This project provided funds to establish a quality nursing program in a geographical area not now being served by a program and providing nursing education in the most cost-effective way. Currently, forty students are enrolled in this program. Perkins funds provided funds to assist Neosho County Community College in expanding its nursing program to the Ottawa outreach area in response to a demonstrated need. The current curriculum was replicated at the Ottawa outreach area by expanding the nursing library by 1,000 nursing volumes, 15 nursing journals, and the cummulative index of nursing and allied health documents. The nursing audiovisual equipment was expanded with the purchase of a DuKane carousel projector, VHS, video camera, 16 mm projector, and typewriter. The nursing computer library was expanded by purchasing three computers, one printer, one Chatsworth Data 2000 card reader, and computer software. The nursing laboratory was expanded with the purchase of training manikins, simulation models and equipment, and microbiology equipment.

Single Parent

USD 501, Topeka

The purpose of this project is to assist single heads of household and displaced homemakers toward financial independence through vocational counseling and employment and training referral. This year's program also included an emphasis towards placement of women in nontraditional employment and training for entry-level jobs in local lending institutions.

The project recruited a total of 138 single heads of household and displaced homemakers. All received basic literacy and vocational assessment. Ninety-seven persons were placed in unsubsidized employment, twenty-three were referred to USD 501 for GED or adult basic skills assistance, fourteen persons were

assisted with enrollment in the Kaw Area Vocational School or Washburn University's office skills training programs. Over two hundred local businesses were approached for job leads. Also, several firms which employ nontraditional jobs were approached for job lead development.

There is no other program in Topeka which not only acts as an advocate for women in the business community, but also works to help women upgrade their training and education. Additionally, no other program advocates for nontraditional employment opportunities for women. The result of these efforts has been the development of a project with Goodyear in which low-income single heads of households and displaced homemakers will be placed in production jobs. At present, of 2,200 production employees at Goodyear, only 40 are women.

Coffeyville Community College

This project assisted single parents and displaced homemakers in receiving vocational advisement, assessment, program enrollment, and supportive services to improve the possibility of successful program completion and ultimate job placement. Supportive services provided were child care, counseling, tutoring, transportation, and job placement referrals. Students were encouraged to participate in nontraditional student organizations in an effort to provide an additional link with the support system which has been established on campus for nontraditional student population. Regular follow-up was provided in order to help eliminate possible problems a student may be experiencing in a training component.

This program improved student awareness of available career choices and training programs as well as improving awareness of his/her own abilities and interests and how these relate to specific occupations.

Of the fifty students involved, twenty-four received part-time or full-time work experience as part of the training program. All have shown a desire to continue in further educational training programs.

This program addresses each barrier to a young woman's successful completion of her training program. Referrals are made through the Network of Community Educational Services to agencies which can assist in a variety of areas--counseling, housing, transportation, job placement, educational financial aid, and child care.

USD 259, Wichita

This program provides individual career counseling and client support to single parent homemakers. Clients receive aptitude and interest assessment as necessary in determining goals. Job readiness classes with a regular curriculum are held weekly to increase pre-employment skills. Resumes are developed and produced as appropriate. Education and job placement referrals are made. The program provides work transition support through counseling, support service follow-up, and problem solving support.

Measurable outcomes include the following: 246 single parents/homemakers received career counseling and job and educational referral information; 176 people received job readiness training including self-assessment, resume development, skill testing, interviewing, and job search tactics; 129 clients were placed in jobs or training leading to jobs.

This program was unique because there is no other agency, profit or nonprofit, which combines the three critical elements women need to be successful in a job search 1) one-on-one career counseling and assessment; 2) a structured curriculum of job readiness training specifically directed at helping a woman assess and translate her skills, both paid and unpaid, and then market them competitively; and 3) experienced knowledge of community resources including appropriate training opportunities to help eliminate those barriers which prevent gainful employment.

Sex Equity

Wichita State University

The College of Health Professionals and the Health Careers Opportunity Program implemented a college level sex equity plan which included 1) a permanent sex equity committee (curriculum and academic planning) that reviewed the publicity, admissions and selection procedures of the college; 2) community education relating to the elimination of the gender role stereotypes in the allied health and nursing professions; and 3) opportunities for professional development through educational/inservice activities.

The program financially supported faculty/staff attendance to local, state, and national conferences. Three faculty members attended a state conference, two faculty members attended a local conference, and five faculty members attended three national conferences. All conferences addressed sex equity issues in higher education and the allied health professions.

This was a pilot program at Wichita State University that addressed topics such as sex stereotyping from a historical perspective in higher education, particularly in the allied health and nursing professions; sex biases in the curriculum; cross cultural issues in the learning environment at a university/administrative level; institutional barriers which reflect racial biases and sex stereotyping in the Wichita community; and professional accountability for biases which inhibit career choices and overall student success.

USD 512, Shawnee Mission

This program provided increased staff awareness of sex equity issues as they worked together in preparing a video that ensures equal representation of males and females in occupational programs featured at the Johnson County Area Vocational-Technical School, Broadmoor Center. After the video is released, students and parents will be informed of occupational programs available to both males and females, featuring nontraditional training. Recruitment for the fall programs shows significant increases in all areas.

This program was unique because it provided students and parents a visual way for students to increase their knowledge of the career options and training within this district. In addition, middle school students will all be provided with a career unit utilizing this material and a field trip to the actual program site.

Guidance and Counseling

USD 383, Manhattan

A guidance counselor presented the Kansas Careers Program to all ninth graders in social studies classes. Each student then worked through the program individually, took the results home, and discussed them with his/her parents, discussed the results with his/her counselor, and returned the results to the classroom teachers. Students were allowed (but not required) to pursue the additional programs offered by Kansas Careers Program. Sophomores, juniors, and seniors were given the opportunity to use the Kansas Careers Program in the counseling office and the library. The CCP, Ovis, and Kuder vocational tests and TRAP achievement tests were given to juniors.

Each ninth grader at Manhattan High School began his/her career information activities by learning what opportunities exist in Kansas that best fit his/her individual interests. Follow-up tests were provided. Classroom instruction and discussion, individual computer experience in career search, and discussions with parents and with counselors all make this a unique approach to opening the students' eyes early about careers and future choices and responsibilities.

USD 259, Wichita Public Schools

Students in grades seven through twelve were provided with information and experiences to be used in developing career awareness and in the decision making process. Teachers and counselors were provided information and material for implementing career education strategies.

Over four hundred students were able to gain first-hand information regarding career training opportunities. Approximately 6,000 secondary students were able to utilize Career Finder (career search software) and approximately 14,000 students were able to utilize updated career materials. Approximately 80 counselors and 3,000 teachers/staff received updated career information.

The unique features of this project included the site visitations by students and the efforts to inform teachers and counselors about new approaches for career education directed toward work force 2000.

Consumer and Homemaking

Cowley County Community College

Work and family seminars provided customized training in the public and private sector. The focus of the project was to encourage business and industry to recognize and respond to the need for this parent/child educational program and to provide these seminars for their employees. Emphasis was on personal development, parent/child relationships, and issues that impact the family.

Students are able to identify family delegating procedures, identify symptoms of an unhealthy family, learn about child discipline methods, and identify stress symptoms and how to diffuse them.

Work and family seminars is a unique program because it is maintained as a business venture with an educational program that is marketed to business and industry for the benefit of their employees. The marketer administers a needs assessment to determine an appropriate educational seminar for the work site. In addition to being sponsored by for-profit or nonprofit organizations, USDs, and civic organizations are purchasing seminars based upon needs.

USD 497, Lawrence

This course is a new and innovative concept as it is one of the first in the geographic area to combine food nutrition with fitness. This course places emphasis on a healthy lifestyle for lifelong practice. Students are exposed to three broad areas -- self-image, health food habits, and aerobic fitness. This is a lab class which provides hands-on experiences. Students experienced pre- and post-testing, a cholesterol test, a profile of percentile of body fat, a fitness profile, stress evaluations, and nutrition dietary analysis.

USD 202, Turner

The career opportunity center provided awareness of and enhanced the need for learning activities for children whose parents work or attend school. Materials were supplied to parents and students in early childhood education. The home economics instructor attended applicable conferences, contacted social service agencies, and obtained resources to improve the quality and quantity of parenting materials available. An advisory committee continues to act as a resource.

Eight issues of the Parent Pages newsletter were written and made available to students and others in the community (average distribution was 800 copies each issue). Two evening courses -- Positive Parenting (five sessions each) were offered and eleven participants completed. Eight students acted as tutors in the elementary schools. Twelve families participated in a toy-lending project and also received a packet of

learning activity ideas for use with young children. Videotapes and computer programs continue to be used by students interested in specific career topics and child development.

The services and projects provided were initially intended for students, but as interest has increased, parents, school district employees, clergypersons, child care providers, and others have contacted the center for additional resources to offer assistance and to make referrals. The services of the career opportunity center have continued to be publicized throughout the district. Many of the activities have helped build the foundation for the district's recruitment of families for the parents as teachers pilot project for the 1989-1990 school year.

Strategic Directions for Kansas Education for Fiscal Year 1990

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is that:

Each person will have the skills and values necessary to contribute to our evolving society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- involve parents and support their efforts in the education of their children
- expand learner-focused approaches to curricula and instruction that can amplify the quality and scope of learning
- expand career, lifelong learning, and applied technical preparation which is relevant to the changed nature of work in an information society
- strengthen involvement of business and industry, public and private agencies, and community groups to increase the quality of education and the development of Kansas human resources
- strengthen educational quality and accountability through performance-based curricula and evaluation systems
- develop state and local information systems which may be used for systematic feedback for program improvement, evaluation, and sharing
- strengthen positive environments and develop environments which empower learners and staff
- extend and update the professional and leadership excellence of Kansas educators essential for quality education
- extend and expand the effective utilization of information technology which can increase information access for all learners of the state and productive learning for all Kansas educational institutions
- develop learning communities which involve educational institutions, public and private agencies, and community groups in more effective methods of meeting human resource development needs.

Kansas State Board of Education
Approved 6/13/89